

A STUDY ON EMOTIONAL INTELLIGENCE AMONG TEACHER EDUCATORS IN COIMBATORE DISTRICT

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ABSTRACT

The emotional intelligence of Teacher Educators in Tamil Nadu's Coimbatore district is examined in this study. A random sampling procedure was used to choose 100 Teacher Educators as a sample. The individuals' emotional intelligence was evaluated by using the Emotional Intelligence Scale (EIS). The study reveals that Teacher Educators in Coimbatore district possess a moderate level of emotional intelligence. Additionally, the results show that demographic factors including gender, Locality of the teacher Educator, Academic Discipline and Locality of the college not significantly affect emotional intelligence. According to the study, developing emotional intelligence is a crucial component of teacher education, and to improve the teaching-learning process, teacher training programs should include this component.

Keywords:

Emotional Intelligence, Teacher Educators, Teacher Education, Coimbatore District.

Introduction

Emotional intelligence (EI) has become an essential element of human behavior and performance across different settings, including education. EI, initially proposed by Peter Salovey and John D. Mayer in 1990 is the capacity to perceive and understand emotions in oneself and others, and to utilize this knowledge to inform thought and behavior. Over the last few years, EI has come to receive great importance in the area of education, especially when applied to teacher education. Teachers are fundamental in shaping the minds of generations to come, and their emotional intelligence can significantly influence their method of teaching, relationships with

students, and well-being. Student teachers, who are being prepared to become teachers, are at a crossroads of development where they are defining themselves as professionals and learning to deal with the intricacies of the teaching profession. Although there has been an increasing understanding of the significance of EI in education, there remains a lack of research in the area of emotional intelligence of Teacher educators, especially in the case of India. The present study attempts to fill this gap by examining the emotional intelligence of Teacher Educators in Coimbatore district, Tamil Nadu.

Need and Significance of the Present Study

The requirement for this study stems from the scarcity of studies on emotional intelligence (EI) in the Indian context, specifically among Teacher Educators. Emotional intelligence is essential in effective teaching and learning, and teacher education courses might not properly cater to EI development. There is a necessity for context-relevant research on EI among Teacher Educators in the Coimbatore district since it can affect teacher well-being, student relations, and general educational quality. The contribution of this research is in the possibility to influence teacher education courses and include EI training as part of the process, enhancing teaching performance and outcomes for students. By mitigating burnout and improving teachers' well-being, this research has the ability to shed light on EI within teacher education. Findings of this study have the ability to inform policy and practice regionally on the context of EI for Teacher Educators. Additionally, the research can underscore the significance of EI as a teaching professional and guide teachers educators professional development programs. In turn, through facilitating emotionally intelligent teachers, the research can provide a positive learning environment, enhance teacher-student relationships, and guide EI-oriented research and studies. Finally, the findings of the study can serve as a basis for subsequent studies on EI in teaching and help establish effective teaching methods. The value of the study also lies in its ability to increase the quality of the teaching-learning process, promote teachers' educator welfare, and inform practice and policy. By examining EI among teacher educator, this research can provide insights into why emotional intelligence matters in the training of teacher educators. The findings of this study have the potential to impact teacher education and professional development in significant ways. The outcomes of the study can also inform teacher education program and professional development program design. In general, this study's emphasis on EI in teacher educators has the potential to further understand the role of emotional intelligence in teacher education. The

significance of this study is in its ability to contribute positively to teacher education and the teaching profession.

Objectives of the Present Study

- 1.To find out the Emotional Intelligence of Teacher Educators with respect to their gender.
- 2.To find out the Emotional Intelligence of Teacher Educators with respect to their Locality of the Teacher Educators.
- 3.To find out the Emotional Intelligence of Teacher Educators with respect to their Academic discipline.
- 4.To find out the Emotional intelligence of Teacher Educators with respect to their Locality of the College.

Hypotheses of the Study

- 1.There is no significant difference in Emotional intelligence of Teacher Educators with respect to their gender.
- 2.There is no significant difference in Emotional intelligence of Teacher Educators with respect to their Locality of the Teacher Educators
- 3.There is no significant difference in Emotional intelligence of Teacher Educators with respect to their Academic Discipline.
- 4.There is no significant difference in Emotional intelligence of Teacher Educators with respect to their Locality of the college.

Methodology

The data for this study was gathered by using the descriptive survey approach. There were 66 female teacher educators and 34 male teacher educators among the 100 Teacher Educators in Coimbatore District that made up the sample. For this investigation, a multistage probability sampling technique was employed.

Tool of the Present Study

The Standardized Teacher Emotional Intelligence Scale was utilized to gather data for the current investigation. Each of the 35 items on the scale five possible answers. The items were scored as Always= 5, Mostly = 4, Sometimes= 3, Rarely = 2, Never = 1 and reverse procedure was followed in case of negative items given in the scale.

Statistical Techniques Used for the Present Study

The following Statistical Techniques for the Present Study

- 1.Descriptive Analysis
2. Mean(M).
3. Standard Deviation (S.D)
- 4.Differential Analysis
- 5.'t' Test.

Analysis and Discussion

The data was subjected to statistical treatment leading to findings which may satisfy the requirements of the objectives of the study.

Hypothesis 1: Mean difference in Emotional Intelligence of Teacher Educators with respect to their gender.

Table 1: Independent Sample t-test between Gender and Emotional Intelligence

Gender	Sample	Mean (M)	Standard Deviation (SD)	t-value	p-value
Male	34	3.94	0.86	0.5864	0.5590
Female	66	3.84	0.78		

The above table shows that calculated 't' value of 0.5894 is Less than 1.96. Consequently, the Male students(M=3.94, SD=0.86) are better than the Female Teacher Educators(M=3.84, SD=0.78,)in their Emotional Intelligence.Hence, the hypothesis "There is No Significant difference in the Emotional Intelligence of Teacher Educators based on the gender" was accepted.

Hypothesis 2: Mean difference in Emotional Intelligence of Teacher Educators with respect to their locality

Table 2 :Independent Sample t-test between Localityof the teacher Educators and Emotional Intelligence

Locality	Sample	Mean (M)	Standard Deviation (SD)	t-value	p-value
Rural	44	3.84	0.82	0.3785	0.7059
Urban	56	3.78	0.76		

The above table shows that calculated 't' value 0.3785 is lesser than 1.96. Consequently, the Rural Teacher Educators (M=3.84, SD=0.82) are better than the Urban Students(M=3.78,

SD=0.76) in their Emotional Intelligence. Hence the hypothesis “There is no significant difference in Emotional Intelligence on Teacher Educators based on the locality” was accepted.

Hypothesis 3: Mean difference in Emotional Intelligence of Teacher Educators with respect to their Academic Discipline

Table 3 Independent Sample t-test between Discipline and Emotional Intelligence

Discipline	Sample	Mean (M)	Standard Deviation (SD)	t-value	p-value
Science	65	3.96	0.82	0.606	0.545
Arts	35	3.86	0.72		

The above table shows that calculated t-value value 0.606 is less than the table value 1.96. Consequently, the Science stream students (M=3.96, SD=0.82) are better than the Arts stream Teacher Educators (M=3.86 SD= 0.72) in their Emotional Intelligence. Hence, the hypothesis “There is no significant difference in Emotional Intelligence on Teacher Educators based on the Discipline” was accepted.

Hypothesis 4: Mean difference in Emotional Intelligence of Teacher Educators with respect to their locality of the college.

Table 4 Independent Sample t-test between Locality of the college and Emotional Intelligence

Locality	Sample	Mean (M)	Standard Deviation (SD)	t-value	p-value
Urban	70	3.92	0.86	0.4465	0.656
Rural	30	3.84	0.72		

The above table shows that calculated “t” value of 0.45 is less than the table value 1.96. Consequently, the Urban students (M=3.92, SD=0.86) are better than the Urban Teacher Educators (M=3.84, SD=0.72) in their Emotional Intelligence. Hence, the hypothesis that “There is no significant difference in Emotional Intelligence on Teacher Educators based on the locality of the college” was accepted.

Findings of the Study

- There is No Significant difference in Emotional Intelligence of Teacher Educators with respect to their Gender.
- There is no Significant difference in Emotional Intelligence of Teacher Educators with respect to their Locality of the Teacher Educators.
- There is no Significant difference in Emotional Intelligence of Teacher Educators with respect to their Academic Discipline.
- There is no Significant difference in Emotional Intelligence of Teacher Educators with respect to their Locality of the college.

Educational Implications

Emotional intelligence (EI) is vital for teacher educators. EI can forecast academic achievement and teaching effectiveness. Teachers with high EI form closer student-teacher relationships. EI assists teachers in handling stress and emotions. Emotionally intelligent teachers foster healthy learning environments. EI training enhances teaching methodologies and pupil outcomes. Teachers with high EI are more compassionate and considerate. EI development is crucial for teacher educators. EI strengthens teacher-student relations and academic achievement. Emotionally intelligent teachers handle classroom dynamics well. EI training prevents teacher burnout and stress. EI fosters social-emotional learning and student well-being. EI development must be a top priority in education policies. EI-based practices strengthen teaching and learning based on evidence. EI is critical to good teaching and student success.

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